

# Assessment of the Quality of Education in Newly Established Public Universities in Kenya: A Case of University of Kabianga

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**Abstract-** Higher education is very critical in promoting economic, social and political development of individual and society. Consequently, there has been unprecedented growth of universities in Kenya. The growth of universities in the country has resulted in a number of challenges that has raised issues on the quality of education being offered in the universities. Quality of education is a multidimensional concept that covers such aspects as levels of students' achievement; relevance of the knowledge and skills acquired by learners; conditions of learning; content and methods of teaching and management of the education process. The main objective of this study was to assess quality of education in newly established public universities in Kenya, a case of University of Kabianga. The study used the following indicators to gauge the quality of university education in University of Kabianga, Availability and adequacy of physical facilities teaching and learning facilities, adequacy and quality of library resources, quality of examination management and processes, Quality of research activities, quality of teaching as well as the level of student support services. The study employed descriptive survey design. The target population comprised of 115 respondents. Stratified random sampling was used to select the respondents from the population and questionnaires were used in data collection. Data was analyzed using descriptive statistics with aid of SPSS thereafter presented using tables. The study found out that staff and students perceive that the University has inadequate resources to offer quality education; that despite the teaching at the University being of high quality because of experienced and qualified teaching staff, quality hampered by inadequate resources that supports quality teaching and learning of its students and that there are challenges that affect quality teaching and learning in UoK majorly brought about by inadequate funding by the Kenyan government hence affecting key resources and services that guarantee quality education. The findings and recommendations of the study will be useful for management in Kenya's newly established public universities to be able to identify the causes of declining quality of education in Kenya and how well they can be prepared to meet the changes and challenges without quality of education being compromised. The study concluded that there is need to increase resources in the newly established universities so that quality education is maintained at all times

**Index Terms-** Quality of education, Public Universities, Kenya

## I. INTRODUCTION

The provision of quality education is one of the most important responsibilities of all governments in the world because education contributes to improving people's lives and reducing poverty in many ways. This includes its role in helping people to become more productive and earn more, improvement in health and nutrition, enrichment and promotion of social development through strengthening social cohesion and giving people more opportunities (Psacharopoulos, 2002).

Education is one of the basic services offered by governments and other stakeholders to society. Authors like Bray *et al* (1986:40); Miller (2001:30) and Books (1996:3) posit that education is a tool for economic development. If education is to meet this goal, it must be of high quality. A survey by Synovate (2011) revealed that most Kenyans would prefer to study abroad, where they believe universities guarantee quality learning and are prestigious. The concept of quality of education is multi-faceted, and is articulated differently by different scholars. It is also important to note that the debate on the attributes of quality of education is still in progress. Thus, with no conclusive position as to what makes quality of education, it is critical that as many views as possible are analyzed have a comprehensive grasp of the key tenets of the quality of education. It is when a wider view of the quality of education is achieved that a fair attempt can be made in analyzing the internal efficiency of an education system, which is a key dimension of the quality of education. The quality debate has evolved over the years, with various definitions of quality coined at each stage, and several models used to analyze quality. Several indicators of quality have also been forwarded and a similar array of barriers to quality has also emerged, which have challenged initiatives to institute quality of education in several countries.

Quality is a fairly elusive concept to define. There are perhaps as many definitions of quality of education as there are people who care to define it; products or services that are consumed; and customers who consume the products or services. Thus, the concept of quality in a service (like education) is determined by the passive observer or critic; the service being delivered; and the way the customer views the service and the way it is delivered. Varied as they may be, the definitions of the quality of education generally converge on the analysis of information that might be employed to guide decisions about the provision of education. Hoy, *et al* (2000:10) say: Quality in

education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. According to this definition the key aspects of quality of education are developing the talents of customers in a value-laden way, meeting accountability standards and giving value for money paid. Grisay and Mahlck (1991:3) partly concur with this position when they say evaluating the quality of an educational system entails analyzing first and foremost: The extent to which the products or the results of the education provided (the knowledge, skills and values acquired by the students) meet the standards stipulated in the system's educational objectives, The extent to which the knowledge, skills and values acquired are relevant to human and environmental conditions and needs. The two definitions focus on standards, but this by no means makes them comprehensive, as there is no guarantee that those standards are worth achieving in the first place. Standards seek to relate to needs of customers, which shift rapidly, thus making the definition of quality of education an elusive and rapidly shifting concept. Goddard and Leask (1992:20) highlight the place of customers in the definition of quality when they say, "Quality then is simply meeting the requirements of the customer." For education, there are different customers, who include parents, government, students, employers, and institutions of higher learning, who all look for different characteristics of quality. The different customers do not only have different expectations of the education provided, but these expectations also change with time, making the quality of education a moving target.

Quality in Education is the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living (UNESCO, 2000). Universities have been challenged to maintain quality in curriculum development and delivery. Studies have shown that quantitative expansion of education may impact negatively on quality and equity if not handled carefully. Quality is a complex concept, and quality in higher education is especially ambiguous and sometimes even confusing. However, it is generally accepted that quality in higher education is perceived as consisting of a synthesis of conformity, adaptability and continuous improvement, (Cheserek, 2009). Quality is a synthesis of a range of expectations for many stakeholders. Students may focus on facilities provided and perceived usefulness of their education for future employment, while academic staff may pay attention to the teaching-learning process. On the other hand management may give importance to achieving an institution's goals and objectives, whereas parents may consider the education achievement of their children. Employers may consider the competence of the graduates, and government may be interested in achieving education goals for its youth (Commission for Higher Education, 2008). This indeed shows that developing and maintaining standards in education; and promoting quality education remain a major challenge across education systems throughout the world. In Kenya, the process of quality assurance in curriculum development involves evaluation of an academic program to ensure it meets standards set by Commission of Higher Education (CHE). To achieve quality in curriculum, it is important to assess supporting academic

resources (physical, academic, equipment, learning materials, texts and journals) (Cheserek, 2009).

Universities are ranked worldwide, with quality being a major consideration. No Kenyan university made it into the top 1,000 list during the 2010 Academic Ranking of World Universities, produced by Shanghai Jao Tong University in China. The government admits the challenge that "The quality of learning in some universities has been declining"; There is a shortage of doctoral level lecturers as a result of rapid expansion and brain drain, (National strategy for University Education). The introduction of double intake in admission which was initiated in the Academic Year 2012/2013 has further stretched the capacities of the Universities. A careful analysis of objectives of university level training as set out in Republic of Kenya, (2009) underscores the importance of the universities and justifies current concern that they provide the kind of education and training expected of them. The stakeholders need an assurance that there is quality in provision of university education in Kenya.

With the increasing numbers of students seeking places in public universities, the question of quality is critical and requires urgent attention. Several Educationists in their studies found out that problems facing Public Universities such as overflowing classes, strained facilities, high fees and shortages of lecturers, turned students away since it affected quality of education offered. If the issue of deteriorating quality of education is not treated with the seriousness it deserves, Universities could be falling in realization of Kenya's Vision 2030. All local and global stakeholders in education such as financial donors may reduce funding and trust in the graduates from University of Kabianga. The study therefore assessed the quality of education in the recently established public university of Kabianga in Kenya. It determined the perceptions of Students and staff on adequacy of resources, interaction between educational inputs and outputs and challenges in offering quality teaching in University of Kabianga. The general objective of this study was to assess the quality of education in newly established University of Kabianga

An empirical survey conducted in Japan and Thailand with university students identified a total of 10 factors of service quality which were grouped into three categories of services such as academic, nonacademic, and facilities (Gamage, et al, 2008). In terms of the academic category, students considered quality of academic staff, quality of programs, and university reputation as important factors that influenced their perceptions of service quality. In the case of non-academic, factors such as financial assistance and tuition fees, counseling and support services, job placement services, and grievance procedures contributed to students' perceptions of service quality. Finally with respect to facilities, students considered physical plants and facilities, library and computing facilities, and student organizations as important factors in their perceptions of service quality. The results of the above study suggest that perceived quality has a positive impact on student overall satisfaction. Thus, students who had high positive perceptions of services being offered at their universities tended to report a higher level of overall satisfaction. This implies that, to maintain students' overall satisfaction, university administrators should enhance students' perceived quality. The results also suggested that academic factor

most strongly impacts on students' overall satisfaction followed by the non-academic factors and finally the facilities factors.

Learning facilities are critical to provision of quality education in Universities in Kenya. Several research results shows that majority of public Universities in the country do not have adequate facilities to support provision of quality education. Lack of adequate lecture halls, desks, chairs and tables affected learning as overcrowding affect learners acquisition of competency skills required at University level. Inadequate learning facilities hinder the achievement of quality education. For Universities to achieve quality education, availability of quality educational facilities and good infrastructure is necessary. These quality facilities have been found to be a major determinant of the school learning environments (Boakye-Boaten, 2015). They have also been found to be positively related to good academic achievement by learners (Wangari, 2003). Physical facilities, teaching and learning resources are basic to the process of implementation of a curriculum (Stevenson, 2007). The success or failure of the implementation of a programme may well depend on the availability or non-availability of instructional materials and facilities (Higgins et al, 2005). Standa (1980) cited in Chepkorir et al., (2014) put it in a seminar paper that more attention is required to the provision of adequate facilities and resources and opportunities for teachers to share ideas on the use of available, accessible and appropriate resources in the solution of educational problems.

Facility dimension is associated with accessibility of physical facilities which protect academic activities as well as non-academic activities. Based on various researches, this dimension is mentioned as tangibles, physical features, and physical issues. Besides, there are studies which modify these dimensions to several particular dimensions known as entertaining facilities, and computing facilities (Athiyaman 1997, Ford, Joseph et al. 1999, Sohail and Shaikh 2004). Based on the research of Sohail and Shaikh (2004), the physical facilities of the higher education institutions contain the lighting of the lecture halls, campus building appearance, design of lecture halls, and cleanliness of the campus as well the easement of the classrooms and study rooms. Aldridge and Rowley (1998) represent that, Physical facilities such as library services, technology facilities, and lecture rooms have a significant effect on students' educational experience. Based on the result of two studies which were conducted by LeBlanc and Nguyen (1997) and Sohail and Shaik, (2004), overall students' perceived service quality can be affected by students' abilities through accessing to facilities offered by their higher education institutes. Accessibility to facilities includes comforting access to the computer facilities, parking facilities, and classroom facilities

The teaching facility (lecture room, laboratory, tutorial room and/or discussion room) should maintain standards, as stipulated in the IUCEA guidelines (2006), in order to assure quality teaching. This refers to the size of classrooms/ lecture halls and laboratories vis-a-vis the number of registered students for that course and its duration. The expectation here would be that a teaching facility used for a period of three hours should be comfortable for teacher and student alike in order to facilitate learning (Cheserek, 2009). The lecture halls need to be fitted with equipment that fosters learning as well as makes the lecturer

and students comfortable. Security for students and lecturers need to be observed at all times.

Studies have however revealed that there is a shortage of physical facilities in public universities in Kenya. The World Bank (2000) and Cheboi (2001) noted that financial resources directed to university education were inadequate. Cheboi (2006) observed that shortage of facilities affected the quality of higher education. He further observed that poor recreation facilities affected quality of higher education. Report of The Public Universities Inspection Board (Republic of Kenya, 2006) noted that quality and quantity of teaching and learning materials particularly information technologies impact in a very significant way on the quality of teaching and research. The Board further noted that accelerated growth in student numbers in the public universities had not been matched by expansion of physical facilities and academic infrastructure and that some of the existing infrastructure was inadequate, dilapidated and in bad state of despair.

According to Okwakol (2008), most African universities do not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment. She noted that 55% of laboratory equipment in most departments in universities was not in a state in which they could be used to carry out experiments. The net effect of this scenario was that only about half the experiments were done. Okwakol (2008) as cited by Gudo (2011) noted that a computer is increasingly becoming the major notebook, textbook, dictionary and storage facility for information for students in quality institutions of higher learning. She noted that universities that fail to utilize the benefits of the digital age-computer assisted learning, web connectivity and networked learning cannot offer quality education. Library facilities and information systems in almost all universities are antiquated. Books and scholarly journals are not only few but very old and are therefore irrelevant to current institutional needs and priorities.

Manyasi (2010) while studying how using information technology could increase access to higher education through distance learning in Kenya found that institutions of higher learning lacked the necessary technology. The institutions had only a few computers, which were used by lecturers to access internet services. Lecturers lacked instructional competencies and information design for distance learning associated with delivery of high quality services. Advances in Information Technology could provide solution for the demand in university education in Kenya. However, there was insufficient institutional preparedness. Apart from inadequate space and shortage of current books and journals, public universities did not have satisfactory internet provision for the learners. This was a great impediment to provision of quality teaching and learning.

Studies by Waituru (1999), Maria et al (2003) and Mutisya (2010) have also singled out shortage of lecturers as serious threat to offering quality university education. Shortage of lecturers reduces efficiency of lecturers in offering effective services for quality education in public universities in Kenya (Gudo et al; 2011). Public universities have more part time than permanent lecturers. Part time staff are available for the scheduled lecturing hours but not for consultations with students (Gudo, et al; 2011). This has led to a situation where students are

denied an opportunity for deeper understanding of a subject matter through critical enquiry in guided debate and practice. Shortage of lecturers is a cause of concern since coping mechanism would involve increased workload and employment of incompetent staff. For effective teaching to take place at a university there is a minimum ratio of lecturing staff against the number of enrolled students to be achieved. The Commission of University Education (CUE) has worked out recommended lecturer/student ratios associated with quality teaching and learning for the various disciplines studied at the universities. The recommended lecturer/student ratio was compared against what was available at the selected universities. The recommended lecture/staff ratio as per CHE, which was changed to be Commission of University Education (CUE) were such that a programme in Applied Science should have a 1: 10 ratio, Arts and Humanities 1:15; Medical and Allied Sciences 1:7, Pure and Natural Sciences 1:10, Social Sciences 1:18 (CHE, 2010). It is common to find that ratios stipulated by CUE are rarely adhered to due to high levels of student enrolments and shortage of lecturers. The shortage of lecturers also makes organizing for tutorial classes a big challenge (Gudo et al; 2011). Gudo et al 2011 observed that tutorial classes died in public universities. Tutorials and practical lessons are meant to give students deeper understanding of subject matter through critical enquiry in guided debate and practice. Inadequate practical lessons or fieldwork deny the trainees opportunity to link theory learnt in lecture halls and the field of work. Waituru (1999) noted that lack of tutorial classes could lead to universities producing graduates with a lot of rote learning and poorly developed critical thinking abilities.

Research is one of the core pillars of the university system. Publication of research findings in reputable journals is one of the ways in which research findings are widely disseminated to stakeholders. According to Chacha (2004) research and publishing by faculty has sharply dropped over the last few years. Due to heavy teaching responsibilities brought about by the rising numbers and the need to part time so as to make some extra money to supplement the meager pay, faculty are not keen on undertaking meaningful research and publishing their work. Expansion in university students' numbers negatively affects the quality and quantity of research in public universities in Kenya (Gudo et al; 2011). Gudo also noted that universities experience long term problems of conducting quality research largely due to high workload occasioned by shortage of lecturers and reliance on part time teaching staff. Olukoju (2002) found that there was decline in terms of output, quality and regularity of publications due to decline in scholarly research in Nigeria. Chacha (2004) observed that research and publishing by faculty had sharply dropped, while Olele (2006) found that reduction in the number and quality of research carried out by the teaching staff at universities was due to overloading of staff with mainly teaching and marking duties.

Ramani (2004) observes that university lectures throughout the commonwealth countries are supposed to teach for a maximum of six hours a week. They are expected to spend the rest of the time in researching, thinking and publishing their findings. In Kenya's universities, the case is markedly different. Lecturers spend as many as twenty hours every week teaching. Very few lecturers take a leave let alone the much-cherished

sabbatical leaves because they are absorbed in teaching. The teaching workload although among the core services of the university it needs to be designed in such way that it does not deny the academic staff an opportunity to participate in research.

## II. RESEARCH METHODOLOGY

Kothari (2004) asserts as cited in Ackoff (1961), a research design is the "arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures". The study was conducted by use of descriptive survey design. The study was concerned with analyzing factors which affect quality of education in newly created public universities. This design enabled the researcher to gather information, summarize, interpret and present the findings (Orodho, 2002). Mugenda and Mugenda (1999) gave the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989), noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fits within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

The study was carried out in one newly created public university in Kericho County. The main economic activity within the county is tea and dairy farming. It is a fairly cosmopolitan county with people from neighboring counties working in the tea industry. The study was based at UoK with its staff and students being the target population. Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The study targeted UoK and the respondent's involved staff and students. UoK had a total of 47 permanent teaching staff, and a student population of 3020. A total of 115 respondents were selected from the two categories (staff and students) students were sampled

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Kothari (2004) observed that the size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. According to Mugenda and Mugenda (1999), a factor to be considered in determining the sample size is the need to keep it manageable enough to enable the researcher to derive from it detailed data at an affordable cost in terms of time, finances and human resources. Mugenda and Mugenda (1999) further suggest that for disciplined studies, 10% of accessible population is enough. In this study, the population was small and comprised of 14 permanent teaching staff and 101 students. The number was chosen because of its expected usefulness to the researcher in saving time and resources. In picking the sample population, purposive sampling was used to select the institution. The power of purposive sampling lies in selecting the information rich case for in depth analysis related to the central issues being discussed (Mugenda and Mugenda, 1999).

The sampling frame for any probability sample is a complete list of all the cases in the population from which a sample is drawn (Saunders *et al*, 2007). The study adopted the stratified random sampling. This is because the study population is not homogeneous as it comprised of staff in different disciplines and working in different academic departments. In addition, the students undertake different courses. The goal of this sampling technique was to ensure that these staff and students in different departments are adequately represented in the sample (Mugenda *et al*, 2003). The researcher then took a stratified random sample of the departments from the five main Schools. The total of number of departments of UoK was 8. A further random sample of staff and students from the sampled departments was done. The researcher then took a random sample of the students under these schools/institutes, and then subjected the random sampled students and staff to questionnaires. The schools/department comprised of students in different level of studies (second year, third year, and first year). Data collection instrument which was used was closed and open-ended questionnaire and was self-administered. A questionnaire is considered appropriate for a descriptive design and was used for data collection because it offered considerable advantages in the administration. It also presented an even stimulus potentially to large numbers of people simultaneously and was able to provide the investigation with an easy accumulation of data. Gay (1996) maintains that questionnaires give respondents freedom to express their views or opinions or make suggestions. The questionnaires were administered to the students and academic staff.

According to Orodho (2010), reliability referred to the level to which a measuring instrument provides similar results over a number of repeated trials. Khotari (2004) observe that validity indicates the degree to which instruments measure what they are supposed to measure. In this study the data collection instruments were pretested before use to ensure ambiguities, deficiencies and weaknesses were removed and to ensure consistency and accuracy was achieved. Validity of data indicates the degree to which data collection instruments measure what they are supposed to measure, Kothari, (2004). During pretest questionnaires for this study were adjusted to enhance content validity through consultation with the experts in the area. A pilot test was conducted to a selected sample of 8 respondents who did not form part of the actual sample to test the reliability of the instruments (Kothari, 2004). The findings of the pilot test showed that the calculated Cronbach's reliability alpha was 0.866 which implied that the questionnaire was reliable. Both primary and secondary data were collected. Primary data consisted of data being collected specifically for the current study and obtained from respondents through questionnaires with both close and open-ended questions. The questionnaire was likert scale in nature. Likert scale is the most widely used scale in survey research where respondents specify their level of agreement to a statement. The data that was collected for the study was checked for completeness, consistency and accuracy. The data was coded and processed using Statistical Package Social Sciences (SPSS) version 17.0. The processed data was analyzed using descriptive statistics which included frequencies and percentages. Data were presented by use of tables and figures

### III. RESULTS AND DISCUSSION

The study was guided by three objectives; to determine the perceptions of students and staff on the adequacy of resources for offering quality of education, to assess the interaction taking place between educational inputs and outputs and to establish the challenges in offering quality of teaching staff at the university

Results indicated in Table 4.1 shows that nearly 46.0% of students either strongly disagrees (30.7) or disagree (14.9%) that lecture rooms are adequate similar to 67.0% of staff either (14.3%) strongly disagree or disagree 50.0% that lecture rooms are adequate. Only 35.6% of students and 21.4% of staff agreed that lecture rooms are adequate while 18.8% of students and 14.3 % of staff were indifferent

**Table 1**  
**Lecture halls/rooms are adequate**

	Students		Staff	
	N	%	N	%
strongly disagree	31	30.7	2	14.3
disagree	15	14.9	7	50.0
undecided	19	18.8	2	14.3
agree	8	7.9	2	14.3
strongly agree	28	27.7	1	7.1
Total	101	100.0	14	100.0

*Source: Research data, 2016*

Analysis of satisfaction level with laboratory equipment was made. Results shown in Table 4.2 indicates that nearly 50% of students either strongly disagreed(21.8%) or disagreed(27.7%) that laboratories are adequate and well equipped while 57% of staff either strongly disagreed (14.3%) or disagree (42.9%) that laboratories are adequate and well equipped. Only 37.7% of students and 21.4% of staff agreed that laboratories are adequate and well equipped. 12.9% of students and 21.4% of staff were indifferent. The interpretation was that the university did not have satisfactory and adequate laboratory equipment for effective teaching and learning.

**Table1**  
**Laboratories are adequate and well equipped**

	Students		Staff	
	N	%	N	%
strongly disagree	22	21.8	2	14.3
disagree	28	27.7	6	42.9
undecided	13	12.9	3	21.4
agree	15	14.9	3	21.4
strongly agree	23	22.8	14	100.0
Total	101	100.0	14	100.0

Further analysis on the perception of availability and adequacy of Computers, laptops and LCDs, results showed that nearly 83% of students either strongly disagree (48.5%) or disagree (34.7%) that ICT facilities are adequate. The same view was shared by nearly 93% of staff (42.9%) strongly disagreed

and (50.0%) disagreed that these facilities are adequate. Only 16.8% of students agreed that ICT facilities are adequate while 7.1% of staff were indifferent.

Results on the perceived adequacy and accessibility of internet facilities in the university libraries shows that 71% of students either strongly disagree (25.7%) or disagree (45.5%) that internet facilities are adequate while 64% of staff, (7.1%) strongly disagree or (57.1%) disagree that internet facilities in the library were adequate. Only 9.9% of students and 21.4% of staff agreed that internet facilities are adequate. 18.8% and 14.35% of students and staff respectively were indifferent. The results therefore meant that the university did not have adequate internet facilities for effective teaching and learning.

The researcher sought to establish the adequacy of library facilities such as space, print journals, e-journals, internet and current books in the university. that nearly 86% of students either strongly disagreed (29.7%) or disagreed (56.4%) that the library space was adequate while 50% of staff was of the same opinion as students that the space was inadequate to accommodate all the students. Only 8% of students and 28.6 % of staff agreed that library space was adequate. 5.9% of students and 21.4% of staff remained indifferent.

Investigation was done on the perceived adequacy of print journals in university libraries. Table 4.5 shows that nearly 66% of students either strongly disagreed (28.7%) or disagree (37.6%) that print journals were adequate. Nearly 79% of staff either strongly disagreed (14.3%) or disagreed (64.3%) that print journals are adequate. Only 23.7% of students and 14.2% of staff agreed that library journals are adequate. 9.9% of students and 7.1% of staff remained indifferent. The findings meant that print journals were not adequate in the university

Analysis was done on the perceived satisfaction with availability of current books (2005 - 2010). Responses in Table 4.7 shows that nearly 58% of students either strongly agree (13.9%) or agree (43.6%) that library books were current and adequate. Nearly 79% of staff either strongly agree (14.3%) or agree (64.3%) that they were satisfied with the adequacy of current books and journals. Only 42.6% and 21.4% of students and staff respectively, disagreed that current books are inadequate. This therefore meant that quality teaching and learning in university was not negatively affected by shortage of current books and journals because research findings indicate that they are adequate.

**Table 3**  
**Current books available**

	Students		Staff	
	N	%	N	%
strongly disagree	8	7.9	3	21.4
Disagree	35	34.7	9	64.3
undecided	44	43.6	2	14.3
Agree	14	13.9	14	100.0
strongly agree	8	7.9	3	21.4
Total	101	100.0	14	100.0

The study also sought to establish if examination processes were effective in the university and whether grades obtained by the students in an examination reflect their individual academic

ability. Analysis was done to establish if examinations in the university are externalized. Results from staff in table 4.15 indicate 71.3% of staff either strongly agree (16.8%) or agree (54.5%) that university examinations are externalized. Only 29(28.7%) were indifferent. This findings leads to the conclusion that examinations are generally externalized in the University. The responses in table 4.16 indicate that nearly 60% of students either strongly agreed (8.9%) or agreed (50.5%) that there were cases of examination malpractices. Nearly 79% of staff either agreed (14.3%) or strongly agreed (7.1%) that there were cases of exam malpractices. Only 34.6% students and 14.3% of staff respectively disagreed that examination malpractices are not in existence. 5.9% and 7.1% of students and staff remained indifferent.

From the analysis above that sought to determine the perceptions of students, and staff on adequacy of resources for offering quality of education in University of Kabianga, it was interpreted that the university did not have adequate learning facilities for effective teaching and learning. This therefore means that the quality of teaching and learning is negatively affected by inadequate learning facilities in the University such as Library resource, Laboratories, lecture rooms/halls and ICT facilities/resources. Ministry of Education, Science and Technology (Republic of Kenya, 2003, pp.xiv, 61, 81) noted that the nature of physical facilities is important in determining the quality of university education in that lack of adequate physical facilities such as lecture rooms, computers, laboratories and laboratory equipment negatively affects the quality of teaching and learning. Shortage of physical facilities in public universities in Kenya is well documented. World Bank (2000) and Cheboi (2001) noted that financial resources directed to university education were inadequate. Cheboi (2006) observed that shortage of facilities affected the quality of higher education. According to Okwakol (2008) most African universities do not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment. She noted that 55% of laboratory equipment in most departments in universities was not in a state in which they could be used to carry out experiments. The net effect of this scenario was that only about half the experiments were done. Report of The Public Universities Inspection Board (Republic of Kenya, 2006) noted that accelerated growth in student numbers in the public universities had not been matched by expansion of physical facilities and academic infrastructure and that some of the existing infrastructure was inadequate, dilapidated and in bad state of despair.

Analysis done to determine the adequacy of library resources such as print journals, current book, internet facilities indicates that library resources in University of Kabianga are inadequate and therefore negatively affected the quality of teaching and learning in the university.

A study by Ndethiu (2007) at Kenyatta University found that lack of adequate reading resources posed a challenge to the promotion of students reading habits. Inadequate use of internet and general lack of reading space were important constraints to students reading. According to Eshiwani (2009) our universities are forced to work under adverse conditions; lack of resources for non-salary academic expenditure, such as textbooks, journals, teaching and research equipment and maintenance of such

equipment. He asserts that the situation has resulted in a lowering of academic standards and of quality of graduates. Graduates are deficient in written communication and technical proficiency which make them unfit for the market.

Analyses done to determine adequacy of ICT facilities and resources showed that ICT resources facilities and resources in University of Kabinaga are inadequate. This therefore has an impact on the perception of education being offered in the University. Report of The Public Universities Inspection Board (Republic of Kenya, 2006) noted that quality and quantity of teaching and learning materials particularly information technologies impact in a very significant way on the quality of teaching and research. Okwakol (2008) noted that a computer is increasingly becoming the major notebook, textbook, dictionary and storage facility for information for students in institutions of higher learning. She noted that universities that fail to utilize the benefits of the digital age-computer assisted learning, web connectivity and networked learning cannot offer quality education. Library facilities and information systems in almost all universities are antiquated. Manyasi (2010) while studying how using information technology could increase access to higher education through distance learning in Kenya found that institutions of higher learning lacked the necessary technology. The institutions had only a few computers, which were used by lecturers to access internet services. Lecturers lacked instructional competencies and information design for distance learning associated with delivery of high quality services. Advances in Information Technology could provide solution for the demand in university education in Kenya. However, there was insufficient institutional preparedness. Apart from inadequate space, the university did not have satisfactory internet provision for the learners. This was a great impediment to provision of quality teaching and learning. As was noted earlier, computers and internet services are integral ingredients to modern day higher education without which quality of education suffers.

Analyses done to determine perception of staff and students on adequacy and efficiency of Examination processes and Facilities University of Kabianga, the researcher established that Examination processes and facilities are adequate. This therefore means that the integrity of examinations offered by the University is guaranteed hence upholding the quality of education is offering. According to Birungi (2006) how students are assessed for what they have learnt is an important element of quality assurance for the regulatory agencies and for individual universities. Cheating in examinations is an opportunistic behavior attributed to inadequate student preparation and lack of confidence to face examinations. Given that majority of students admitted to public universities obtained higher entry grades (Gudo&Olel, 2011), examination cheating is attributed to lack of adequate control measures taken against examination cheating and remote chances of detection. It was therefore inferred that frequency of students cheating in the university was lowering quality of its examinations and the education provided.

Analysis was done to establish whether teaching staff are adequate for all courses in the university. Responses in Table 4.8 showed that 71% of students either strongly disagreed (17.8%) or disagree (53.5%) that there were enough lecturers while 64 % of staff either strongly disagree (7.1%) or disagree

(57.1%) that lecturers were adequate for all courses. Only 16.9% and 28.6% of students and staff respectively agreed that lectures are enough for all course. 11.9% and 7.15 of students and staff remained indifferent.

The researcher also sought to know if the lecturers in the university are qualified and experienced; the responses in table 4.9 showed that 72% of students either strongly agreed (24.8%) or agreed (47.5%) that teaching staff are qualified and experienced. 71% of staff either strongly agreed (21.4%) or agreed (50.0%) that lecturers are qualified and experienced. Only 19.8% of students and 14.2% of staff disagreed that teaching staff are not qualified and experienced whereas 7.9% and 14.3% of students remained indifferent.

Asked whether tutorial classes were offered and if they were effective, the responses in Table 4.10 showed that nearly 68% of students either strongly agreed (32.7%) or agreed (34.7%) that there was effective teaching and tutorial classes in the university. Nearly 79% of staff either strongly agreed (57.1%) or agree (21.4%) that teaching and tutorial were available and effective. 7.9% of students and 14.35 of staff respectively disagreed that teaching and tutorial classes were not effective. 24.8% and 7.1% of staff were indifferent.

Tutorials and practical lessons are meant to give students deeper understanding of subject matter through critical enquiry in guided debate and practice. Inadequate practical lessons or fieldwork deny the trainees opportunity to link theory learnt in lecture halls and the field of work. According to Waituru (1999), lack of tutorial classes could lead to universities producing graduates with a lot of rote learning and poorly developed critical thinking abilities. The researcher also sought to find out the views of lecturing staff regarding the quality of research at the university with regard to opportunities provided to participate in research activities with the aim of improving education offered by the University.

Attempt was made to find out if teaching and marking consumes a lot of time hence affecting research activities; results indicated in Table 4.12 shows that 79% of staff either strongly agree (7.1%) or agree (71.4%) that the high workload occasioned by shortage of lecturers and reliance on part time teaching staff reduced their time for conducting quality research. 21.4% staff however disagreed that teaching and marking consumes a lot of time hence enough time to conduct research.

The above findings compare to Olukoju (2002) who found that there was decline in terms of output, quality and regularity of publications due to decline in scholarly research in Nigeria. Chacha (2004) observed that research and publishing by faculty had sharply dropped, while Olel (2006) found that reduction in the number and quality of research carried out by the teaching staff at universities was due to overloading of staff with mainly teaching and marking duties. According to Eshiwani (2009) decline in government funds of the universities has adversely affected the quality of teaching and research as well as general working conditions in universities.

Recreation activities like Sports are one of the most important student activities and are linked to academic achievements in students. Students were therefore asked to state their level of satisfaction with the sporting facilities provided by the university. Analysis on adequacy of recreational facilities in shows that 72% of students either strongly disagreed (52.5%) or

disagreed (19.8%) that recreational facilities are adequate. 64% of staff either strongly disagreed (14.3%) or disagreed (50.0%) that recreational facilities available in the university are adequate. 16.8% of students and 28.6% of staff however agreed that recreational facilities are adequate. 10.9% of students and 7.1% of staff were indifferent.

This was interpreted to mean that the university did not provide adequate sporting facilities. Fox, et al (2010) found that there were positive associations between involvement in physical activities and academic achievement among students. Results from a study by Taylor, et al (2010) indicated that participation in sports enhanced school adjustment, moral adjustment, self-esteem and more positive self-concept among students. The results also indicated that students participating in sports reported higher grades and more motivation for further studies than their non-sports counterparts. It was therefore inferred that inadequate provision of sporting activities in the university negatively influenced the quality of teaching and learning.

Students were also asked to indicate their level of satisfaction with guidance and counseling services at the university. Results in table 4.14 indicate that nearly 47% of students either strongly agreed (20.8%) or agreed (25.7%) that there was adequate provision of counseling services. 57% of staff either strongly agreed (28.6%) or agreed (28.6%) that the university provide adequate counseling services. Only 48% of students disagreed that counseling services are inadequate while 43% as well as 43% staff. 5% of students however were indifferent

#### IV. CONCLUSIONS AND RECOMMENDATIONS

The findings show that staff and students perceive the University to have inadequate resources for offering quality education. The study established that 46.0% of students perceive that lecture rooms are inadequate similar to 67.0% of staff who also perceive that lecture rooms in the University were inadequate. The study also established that 50% of students perceived that laboratories were inadequate and well equipped while 57% of staff were of the same opinion that laboratories in the University are inadequate and well equipped. The interpretation was that the university did not have satisfactory and adequate laboratory equipment for effective teaching and learning. The finding on perception of adequacy of ICT resources and facilities indicates that 83% of students perceive that ICT facilities are inadequate. The same view was shared by 93% of staff that these facilities are inadequate. The study further established that library facilities such as space, print journals, e-journals, internet and current books were inadequate in the university. 86% of students and 50% of staff were of the same opinion library facilities and resources were inadequate

To establish the extent to which University inputs like, lecturers' qualification and experience, library resources and facilities, ICT facilities and resources, laboratory facilities, instructional material affect the quality of education in University of Kabianga, the results from the study indicate that there is negative interaction of educational inputs brought about by inadequacy of lecture halls, library resources, laboratories and equipment, ICT facilities and student welfare support. The findings established that 71% of students felt that teaching staff in

the University were inadequate. 64 % of staff also felt that lecturers were inadequate for all courses. It also established 72% of students and 71% of staff felt that lecturers in the university are qualified and experienced. This finding however can be argued that quality of academic staff alone is not sufficient for a university to offer quality education. The finding also established that 68% of students and 79% of staff believe that there was effective teaching and tutorial classes in the university while 7.9% of students and 24.8% of staff did not believe that teaching and tutorial classes were effective in the University.

It was also established that 64.3% of staff felt that the time and funds allocated for research activities was inadequate hence affecting the output and quality of research carried out in the University. 79% of the staff also felt that the high workload occasioned by shortage of lecturers reduced their time for conducting quality research. This finding of the study supports earlier studies by Waituru (1999), Maria et al (2003) and Mutisya (2010) that singled out shortage of lecturers as serious threat to offering quality university education. Despite the inadequacy of teaching facilities, the teaching at the University is of high quality because of experienced and qualified teaching staff. However, quality of academic staff alone is not sufficient for a university to offer quality education

The findings indicate that there are a number of challenges that affects quality teaching and learning in the University. The findings show that the University is struggling with inadequate number of lecturers for all courses, inadequate facilities to support quality teaching and learning, inadequate funding for research activities, inadequate offices for staff and inefficient management of external examination processes. The inadequacy of all these key resources and processes can compromise quality education offered by the University. This finding corroborates earlier studies by Waituru (1999), Maria et al (2003) and Mutisya (2010) that singled out shortage of lecturers as serious threat to offering quality university education. The finding also is in support of Gudo et al (2011) observation that external examination in universities is dysfunctional and facing several challenges that compromises quality.

Ideally, quality is achieved by carrying out the core function well. According to Bowden and Marton (1998, ch.1), these core functions, for a university, are teaching, research and community service. They argue that the core process in all these functions is learning. When it is carried out well at all levels of participants it becomes the defining element of quality in a university. Learning prepares the students for handling the situation in unknown future based on the current knowledge. This study sought to assess quality of education in University of Kabianga being a newly established public University in Kenya. In particular the study sought to determine the perceptions of staff and students' on adequacy of resources for offering quality of education assess the interaction between the educational input and output and establish the challenges in offering quality education in the University

The study established that the quality of Education in University of Kabianga is negatively affected to a larger extent due to limited available resources to support quality teaching and learning. Shortage of physical facilities that support teaching and learning for example library resources, ICT facilities/resources, laboratories, lecture rooms affects the perception of staff and

students on the quality of education being offered in the institution. The assessment made on the interaction of educational inputs and output shows that the University in its quest to offer quality education, has been greatly affected by inadequate lecturers for all courses being offered, inadequate library resources for staff and students and inadequate laboratories and lecture rooms for learning.

The biggest challenge the University is experiencing in its quest to offer quality teaching is inadequate funding by the Government to enable it support key operations that will ensure that adequate learning resources are provided. University of Kabianga is within the new global market, which is characterized by increasing demand in university education, rapid information change, and intense information flows. The University is forced to emerge as a newly established institution driven by the commercial imperative of market led forces, yet the University's strategies for resource utilization are embedded in government policies which sometimes affect resource distribution to processes and activities that support quality teaching and learning. This therefore has an effect on recruitment of teaching staff to ensure that all courses being offered in the University are well covered by qualified and experienced staff, and limits the research activities being conducted by the faculties.

Another challenge established is inefficient management of university examinations with regard to External examination process. Much as the process was found to be functional, the issues that were highlighted to be challenging can affect the whole process and compromise on the quality of examinations being offered by the University in that examination processes should be clear, adequate and transparent because outcomes of assessments have a profound effect on students' careers and is also one of the ways through which a University can tell whether a course / programme objectives are being met or not, hence, high or low quality education.

In conclusion the study has succeeded in presenting data that should serve as a benchmark against which future studies can be compared. In addition, it has added useful insights to paucity of literature towards quality of education in newly established public universities in Kenya. University of Kabianga is within the new global market, which is characterized by increasing demand in university education, rapid information change, and intense information flows. The University is forced to emerge as a newly established institution driven by the commercial imperative of market led forces, yet the University's strategies for resource utilization are embedded in government policies which sometimes affect resource distribution to processes and activities that support quality teaching and learning.

Quality teaching plays an important role in achieving Academic Excellence and provides a competitive edge so that the students can qualify for jobs in the best Companies of the World to accommodate increased demand of University education in Kenya, newly created universities would first require that the capacity of teaching staff is enhanced to adequately integrate technology to facilitate quality of delivery within a shorter time and greater distance than it is today. Computers and internet services are integral ingredients to modern day education. The universities should be assisted to acquire these facilities for teaching and learning.

To achieve acceptable quality standards and mass university education in Kenya, there must be collaboration between the government and the private sector. The newly created universities should be encouraged to partner with private sector in putting up physical facilities for accommodation, laboratories and lecture halls within the campuses. Under Build, Operate and Transfer (BOT) arrangements, universities can liaise with private investors in the housing sector to construct some of the required infrastructure which the investors operate for some time to recover costs before surrendering the same to the respective universities. Experience has shown that the government support to public universities is not enough to finance infrastructure development to match the increasing number of students. Public private partnership should include government incentives to private universities to admit more students through a reorganized centralized student admission and financing for students admitted to public and private universities. This requires rethinking the management of university students' loan scheme to meet tuition fees of students attending both public and private universities without any discrimination except for the amounts of loan available for the various courses of study.

Another opportunity to be exploited is for universities to collaborate with middle level colleges in an arrangement whereby universities concentrate their effort to production of degree holders while middle level colleges produce diploma and certificate holders. These colleges should align their courses to degree programmes of universities of their choice. The curricula of the colleges should be carefully designed to allow for academic advancement including pursuit of degree studies. This arrangement will promote growth of the middle level colleges and release lots of space in universities for admission of degree students.

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